DOCUMENT RESUME

ED 165 084 CG 013 183

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TITLE Violence in the Schools.
INSTITUTION ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE 78
GRANT 400-78-0005
NOTE 53p.
AVAILABLE FROM ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109 ($2.00)

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Annotated Bibliographies; Counselor Role; Educational Legislation; *Educational Problems; Elementary Secondary Education; Higher Education; *School Security; *School Vandalism; State of the Art Reviews; *Student Behavior; *Student School Relationship; *Violence
IDENTIFIERS Information Analysis Products

ABSTRACT

This collection of ERIC documents is designed to identify useful resources for anyone working with problems of violence or vandalism in an educational setting. These documents represent a computer search of the ERIC database covering the period of November, 1966 through May, 1978. The materials reviewed here address the following areas of concern: issues and trends in school violence; methods for coping with violence such as student cooperation, special projects, public relations, and parent education; the Safe Schools Act; and the role of the counselor. Additionally, descriptions of exemplary programs and services specifically designed to deal with school violence are provided. (HLM)

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VIOLENCE IN THE SCHOOLS

VAPS

searchlight

Relevant Resources in High Interest Areas

Carol K. Jaslow

ERIC®

CG 013183

VIOLENCE IN THE SCHOOLS

Carol K. Jaslow

AN INFORMATION ANALYSIS PAPER
Based on a computer search of the ERIC data base
November 1966 through May 1978

The work presented herein was performed pursuant to a contract from the
National Institute of Education
Department of Health, Education, and Welfare
under the direction of

ERIC COUNSELING AND PERSONNEL SERVICES CLEARINGHOUSE

School of Education
The University of Michigan
Ann Arbor, Michigan

1978

INTRODUCTORY NOTE

For several years ERIC/CAPS has produced Searchlights--computer searches of the ERIC data base on topics identified as being of major interest and importance by our on-site users and by helping professionals working in the field. The Searchlights have proved to be highly useful as a synthesis of existing documents on a given topic, and we have been pleased to provide them at low cost for persons desiring packaged, instant information in a particular area. This year we have gone one step further.

Choosing the nine topics which were in most demand by our ERIC users, we decided to explore in depth the sources revealed in the computer search and identify prime issues and possible trends from the documents, as well as point out the implications of the information for the work of professionals in our field of counseling and personnel services. In so doing we hoped to provide an even more valuable service to those who recognize ERIC as a rich storehouse of information, but who lack the time to examine in detail and analyze the total collection of data.

The nine areas chosen for this special treatment are the following:

Divorce and One-Parent Family Counseling

Career Resource Centers

Counseling the Exceptional: Handicapped and Gifted

Violence in the Schools

Career Development: Programs and Practices

Group Guidance

Evaluation of Counselor Effectiveness

Mid-Career Change: An Overview of Counseling Practices and Programs

Counseling for Preretirement

The computer search is included in each Searchlight as before, but in addition, readers will find an opening narrative which highlights certain documents, identifies issues and trends, and suggests possible implications for the future of guidance and guidance professionals.

We should point out that two of these Searchlights are slightly different from the others. The ones entitled "Mid-Career Change" and "Counseling for Preretirement" contain sources from a number of data bases (including ERIC). These particular analyses of the literature were prepared for an international guidance conference and were designed to review sources from as many data bases as possible. Interestingly, however, the most useful informational source in preparing the papers was ERIC, and much overlap was found to exist in the documents brought to light from the many data bases searched.

This explains the difference between our current series of Searchlights and previous ones. If you find the narrative helpful--more helpful than just the basic search--we would appreciate your telling us so. A major purpose of ERIC is to provide information of genuine value to you, the user.

Garry R. Walz
Director, ERIC/CAPS

Libby Benjamin
Associate Director, ERIC/CAPS

VIOLENCE IN THE SCHOOLS

Carol K. Jaslow

A growing issue over the past decade, school violence has now become a distressing national concern. The threat of bodily harm to teachers and students alike has brought about further deterioration in already-troubled school systems, particularly large urban ones unable to retain stable student bodies or teaching staffs (ED 082 363). In New York City alone, there are over 2,000 teaching positions going begging despite the surplus of available candidates. A look at recent literature in the area will help to clarify some of the issues and trends, school and community attempts at coping, and effects on society.

Issues and Trends

Over the past decade pervasive social violence has found its way down into the elementary schools where it remained largely ignored until the mid 1970's. The signs of unrest prevalent first on university campuses and later in high schools were rarely considered to be of immediate concern to elementary schools even though no other institution, with the possible exception of the family, has greater potential impact on the young (EJ 012 929). Just as parents often ascribe misbehavior in young children to a "phase," so were elementary schools prone to ignore early warning signs, hoping that the problem might go away. Early delinquency does not "go away"; it must be acted upon early, before it becomes chronic. Early delinquency, left untreated, not only becomes

Early warning signs

an entrenched pattern of behavior but lasts longer than at later onset (ED 105 325).

General social unrest was exacerbated by attempts at racial integration in the schools--particularly during the late '60's when most such integration took place at the high school level. Students coming from long-standing segregated communities and/or schools were ill-equipped to deal with immediate integration. Tension and violence resulted. Earlier integration, at the elementary level, was advocated to help reduce tensions between the races to make the system work more smoothly (EJ 012 929). Since integration affects not only students but teachers as well, the need for inservice training programs to sensitize teachers to potential problem areas was early recognized and advocated (EJ 022 048).

Coping

With increasing problems of both school violence and vandalism, following in large measure from early integration efforts, schools began allocating funds for expensive equipment designed to prevent vandalism/violence or, barring that, at least to reduce their impact (EJ 040 290, 065 990, 072 976). However, it was recognized that such equipment treated the symptoms and not the cause, and that people were at the heart of the matter.

The violent children often came from homes which, themselves, were violent so that violence was perceived as an acceptable behavior. Parent counseling, focusing on eliminating physical aggression and abuse in the home, was seen as one way to reduce violence-prone behavior among students (EJ 043 671). Families were urged to express their aggression

Student cooperation

and frustration verbally rather than physically, thereby serving as more positive role models for their children (EJ 092 506).

Several early techniques for attempting to work with juvenile repeat offenders included reinforcement and role-reversal. The SCORE (Street Corner Offense Reduction Experiment) project, for example, was a low-cost system designed for use with street corner boys in New York City and Cambridge, MA. Based on the theory that behavior is controlled by its consequences, SCORE workers utilized a series of prestige rewards--money, clothes, a ride in a Cadillac--to promote appropriate behavior. The project was also successful in reducing street crime in the area by turning over to the boys themselves the job of crime reduction (ED 012 286).

Special projects

Because it was recognized that school "incidents" often made front-page headlines in which any distortions could spark community anger, school public relations personnel gave particular emphasis to working with both the news media and the police so that incidents would be reported accurately and without bias (EJ 137 969).

Public relations

Involving parents in the problem of school violence provided another source of support for trouble-prone youngsters. Parent education programs, offered by many schools through their counseling programs, focused on such areas as (1) how to relate to children to reduce their hostility; (2) how to respond to children so that they develop a positive self-concept; (3) how to promote self-disciplining, self-regulating behavior; and (4) how to reduce destructive coping mechanisms such as lying, cheating, fighting and drug abuse (ED 108 334).

Parent education

Effects on Society

While the effects of school violence on immediate educational environments are obvious, effects on the larger society may be harder to discern. As early as 1972, school violence was viewed as sufficiently severe and widespread to warrant Federal intervention. The Safe Schools Act was passed to provide financial assistance for the development and implementation of locally approved school security plans, and generally involved hiring personnel specifically trained in crime control, and purchasing of anti-vandalism equipment (ED 063 427). A 1973 bill sought further improvement in school security through the developing and testing of techniques to reduce crime (ED 090 688).

Federal intervention

Due to the enormity of the problem and the resources required for trying to solve it, the Federal government became further involved through sponsorship of studies and subsequent reports, and legislation. A 1972 report sought to determine the effects on the nation of there being a substantial portion of the population inadequately educated. The research revealed a self-perpetuating, vicious cycle: A low educational level leads to reduced earning potential which, in turn, leads to low (or no) taxes paid for government services while, at the same time, the government must make welfare payments. People with limited job opportunities often express their discontent with the social order by turning to violence and/or crime, in and out of school (ED 064 437).

Implications for Counselors

Counselor awareness

As always, counselors need to be aware of the environments in their schools and how their students interact with those environments. They need to be alert to students with a history of violence and to those who are physically aggressive.

Program development

Counselors should take the initiative in their schools to learn about the Federal legislation and funding relative to prevention and/or reduction of school violence. They need to develop special counseling programs not only for students who need to redirect their aggressions but for their parents as well. Counselors must take the initiative in establishing public relations programs between their schools and both police and the news media. Such programs would encourage an ongoing and positive relationship between the police and the students, and would, when necessary, encourage more unbiased handling and reporting of "incidents."

Social action

Recognizing that the schools cannot accept full responsibility for alleviating the problem of school violence, counselors need to involve themselves in social change through political reform in efforts to improve the environments which contribute to the development of young people.

By working on several fronts--awareness of school climates; development of special counseling programs for students, parents and community publics; and social action--counselors can do much to reduce the incidence of violence in their schools.

Summary

Violence is a painful phenomenon which has gripped American schools with increasing intensity in the past decade. Its causes are complex and multifaceted, reflecting, in part, effects of urban decay and unemployment, weakening family influence, school integration, and the education/employment cycle. Responses to the problem have come from the schools themselves and from the Federal government through grants of assistance for staff training and for purchase of security equipment. Solutions to the problem must reach beyond the school, and society must consider measures relative to welfare reform, unemployment, housing, health, and security (ED 128 513).

Print 22/5/1-65
DIALOG File1: ERIC 66-MAY78 (Item 1 of 65) User1210 17may78

EJ169319 CG513273
Alcohol and Crime: Previous Drinking Careers of Convicted Offenders
Globetti, Gerald; And Others
Offender Rehabilitation, 1, 4, 361-71 Sum 77
The purpose of this paper is twofold: to describe the distribution of a selected set of sociodemographic variables among a random sample of inmates of a relatively large southern state penitentiary, and to correlate the inmates' drinking careers to patterns of deviant acts. (Author)
Descriptors: *Criminals/ *Drinking/ *Alcoholic Beverages/ *Behavior Patterns/ Rehabilitation Counseling/ Research Projects/ Correctional Rehabilitation/ Anti Social Behavior

EJ165601 CG512903
Rape: Counseling the Traumatized Victim
Heppner, P. Paul; Heppner, Mary
Personnel and Guidance Journal, 56, 2, 77-80 Oct 77
There are at least three goals of intensive rape counseling: identifying and accepting feelings, reorienting perceptions, attributions, and self-statements, and resuming a normal lifestyle. Various counseling techniques can be employed to help rape victims restructure cognitions to reduce negative self-evaluations, physical distress, and loss of daily reinforcement. (Author)
Descriptors: *Rape/ *Counselor Role/ *Helping Relationship/ *Psychological Needs/ *Crime/ Social Problems/ State Of The Art Reviews/ Counseling Services

EJ164790 PS505960
A Model for Evaluation: Design for a Rape Counseling Program
Bennett, James R.
Child Welfare, 56, 6, 395-400 Jun 77
It is argued that an emphasis on a method of evaluation prior to the actual beginning of a program can prove of great value to an administrator in shaping the program and explaining and defending it to boards and funding bodies. Evaluation methods are discussed. (Author/MS)
Descriptors: *Rape/ *Counseling Programs/ *Program Development/ *Program Evaluation/ *Evaluation Methods

EJ160223 CG512426
Marital Violence: Dimensions of the Problem and Modes of Intervention
Saunders, Daniel G.
Journal of Marriage and Family Counseling, 3, 1, 43-51 Jan 77
This paper reviews data on the incidence of marital violence and recommends methods of intervention on a family and social level. Myths which may block awareness of this widespread problem are briefly described. Particular attention is given to the inadequacy of the catharsis hypothesis in explaining and treating marital violence. (Author)
Descriptors: *Intervention/ *Marriage Counseling/ *Violence/ *Aggression/ *Family Relationship/ *Behavior Problems/ Case Studies/ State Of The Art Reviews/ Helping Relationship/ Interaction Process Analysis

EJ154682 CG511917
An Alternative Model for the Treatment of Sex Offenders
Sterling, Joanne W.
Offender Rehabilitation, 1, 1, 83-87 F 76
Describes the Positive Approaches for Sex Offenders (PASO) program which attempts to provide a treatment alternative to incarceration for sex offenders. (Author)
Descriptors: *Correctional Rehabilitation/ *Rehabilitation Programs/ Program Descriptions/ Counseling Programs/ Rape/ Socially Deviant Behavior/ Prisoners
Identifiers: *Sex Counseling/ *Positive Approaches For Sex Offenders/ PASO

EJ145826 AA523525
Vandalism and Violence in School and Society
Brickman, William W.
Intellect, 104, 2374, 503 Apr 76
Descriptors: *Vandalism/ *Violence/ *Crime/ *School Statistics/ *Social Problems/ Public Schools/ Educational Strategies/ Educational Trends

EJ144393 CG510927
An Intervention Model for Rape and Unwanted Pregnancy
Freiberg, Patricia; Bridwell, Margaret W.
Counseling Psychologist, 6, 2, 50-52 76
From the analytic grief framework one can formulate a philosophy related to counseling the rape victim or the woman facing unwanted pregnancy. This article describes such a philosophical orientation and the counseling interventions which emerge from it. (Author)
Descriptors: *Rape/ *Pregnancy/ *Females/ *Psychotherapy/ *Counseling/ *Mothers/ Program Descriptions/ Psychological Services/ Prenatal Influences/ Adjustment Problems/ Intervention
Identifiers: *Analytical Grief Process

DIALOG File1: ERIC 66-MAY78 (Item 8 of 65) User1210 17may78

EJ143884 SP504763
Physical Assertiveness. Title IX--Prospects and Problems
Boslooper, Thomas
Journal of Physical Education and Recreation, 47, 5, 35-7 May 76
As boys and girls develop individual physical skills and learn in games and sports how to compete with one another playfully, they will be on the way toward learning to relate constructively in marriage, business, professions, and politics. (MM)
Descriptors: *Interpersonal Relationship/ *Athletic Programs / *Coeducation/ *Aggression/ *Womens Athletics/ *Psychological Patterns/ Counseling/ Physical Education/ Rape/ Hostility

EJ137969 EA507103
The PR Aspects of School Violence
Hilldrup, Robert P.
Journal of Educational Communication, 1, 2, 8-11 Sep-Oct 75
Schools must devise the means of preventing school violence and crime and of immediately dealing with incidents when they do occur. The school public relations director should check the accuracy of reported violence and should maintain good relations with the police and the news media. (DS)
Descriptors: *Public Relations/ *Violence/ *Information Dissemination/ School Community Relationship/ Police School Relationship/ Crime/ Public Schools/ News Media/ Elementary Secondary Education
Identifiers: *Public Relations Directors

EJ125248 UD503808
The Metamorphosis of Lee High School
Schreck, Robert; And Others
Urban Education, 10, 2, 198-211 Jul 75
Describes the successful efforts, it is stated, of one high school in reducing the incidence of intergroup conflict: the school, consisting of approximately 1800 students with large segments of blacks, Puerto Ricans, Italian Americans, and Jews, was plagued in 1968 by major outbreaks of intergroup violence. (Author/JM)
Descriptors: *High Schools/ *Intergroup Relations/ *Organizational Change/ *Conflict Resolution/ *Case Studies/ Violence/ School Community Relationship/ School Administration / Administrator Selection
Identifiers: Connecticut (New Haven)

EJ118700 AA520799
Public Schools: Their Problems, Their Future
Gallup, George
NASSP Bulletin, 59, 391, 1-12 May 75
America's faith in its schools is still strong, says this pulse-taker of public opinion. But to be worthy of this faith, schools must take measures to reinstate discipline in students' lives, which can be done only in cooperation with parents. (Editor)
Descriptors: *Public Schools/ *Parent School Relationship/ *Educational Problems/ *Discipline Policy/ *Crime/ Educational Attitudes/ School Community Relationship/ Ethical Instruction

EJ109262 EA505638
Conflict and Violence in California Schools: The Need for New Answers
California School Boards, 33, 8, 17-30 Sep 74
Presents proposals and programs for dealing constructively with violence in the schools. Published by: California School Boards Association, 800 9th Street, Suite 201, Sacramento, California 95814. (Author)
Descriptors: *Community Involvement/ *Violence/ *Counseling Services/ *School Environment/ Intergroup Relations/ Communication Skills/ Teacher Education/ Ethnic Studies/ Cultural Pluralism/ Student Rights
Identifiers: Elementary Secondary Education

EJ108901 CG508135
Superfly, The Mack, Black Youth, and Counselors
Hayes, Edward J.; And Others
School Counselor, 22, 3, 174-179 Jan 75
Focuses attention of counselors on the possible negative impact of blaxploitation films on self-concept development and aggressive behavior patterns of youth who view such films. Graduate-level counselor education curricula should include exposure to the possible effects that may accrue from current black films. (Author)
Descriptors: *Self Concept/ *Negro Youth/ *Films/ *Aggression/ *Counselor Training/ State of the Art Reviews/ Individual Development/ Black Power/ Violence/ Counseling Effectiveness

DIALOG File1: ERIC 66-MAY78 (Item 14 of 65) User1210 17may78

EJ107190 CG507931
Diversion as an Alternative to Incarceration
Jasmine, Frank
Personnel and Guidance Journal, 53, 2, 140-141 Oct 74
It is time to develop a variety of alternatives to a system of incarceration that, for hundreds of years, has not worked. This article discusses the advantages of pretrial diversion programs which offer supportive services and job training rather than imprisonment. (Author/HMV)
Descriptors: *Rehabilitation Counseling/ *Crime/ *Courts/ Corrective Institutions/ Institutionalized (Persons)/ Delinquents/ Prisoners

EJ105904 EA505514
Security: Detection, Emergency System, Guard Services
Nation's Schools and Colleges, 1, 3, 24-26,30 Nov 74
Three short articles describe (respectively) a student security advisory council at one high school that involves students in security work, emergency telephone systems on two university campuses, and tips for hiring security guards for colleges. (Author/DN)
Descriptors: *Student Participation/ *School Safety/ *Security/ *Police Costs/ *Telecommunication/ Colleges/ Crime/ Vandalism/ High Schools/ Police

EJ105594 CG507877
Rape Victim Counseling: The Legal Process
Burgess, Ann Wolbert; Holmstrom, Lynda Lytle
Journel of the NAWDAC, 38, 1, 24-31 F 74
This paper focuses on the counseling framework developed for the Victim Counseling Program for post-rape victims, the steps in the judicial process, reactions of victims to court, and victim counseling techniques during the court process. Presented at NAWDAC Conference, Chicago, April, 1974. (Author/PC)
Descriptors: *Females/ *Counseling/ *Legal Aid/ *Crisis Therapy/ Counseling Theories/ Violence/ Crime
Identifiers: *Rape

EJ096069 EA504932
If You and Your Board Can Handle a Crisis Like This District's, You Probably Can Handle Anything
Martin, David L.
American School Board Journal, 161, 5, 23-27 May 74
Describes in detail how one school board dealt with the problems of a school sex scandal, and offers nine pieces of advice for administrators who might find themselves confronted with a similar crisis situation. (WM)
Descriptors: *Administrator Guides/ *Socially Deviant Behavior/ *Teacher Dismissal/ *Board of Education Role/ *Teacher Behavior/ Crime/ Legal Problems/ Elementary Schools
Identifiers: Illinois/ *Gurnee

EJ095567 UD502854
Reporter Lead-In
Race Relations Reporter, 5, 5, 1-7 Mar 74
Includes a report on the link between the Republicans and Chicano radicals, a hard look at Jesse Jackson, a surprise from the Supreme Court, a brief account of a television dispute in New Mexico, a report on renewed gang violence in Los Angeles schools, and a summary of important and revealing events in January and February. (Author/JM)
Descriptors: *Political Issues/ *Mexican Americans/ *Community Leaders/ *Black Community/ *Race Relations/ Violence/ High Schools/ Broadcast Television/ American Indians / Supreme Court Litigation

EJ092506 CG506926
Leveling, Civility, and Violence in the Family
Straus, Murray A.
Journal of Marriage and the Family, 36, 1, 13-28 Feb 74
The factual basis for therapy and family advice urging "leveling" in the sense of giving fre expression to aggressive feelings is reviewed and results presented of a study which tested the hypothesis that verbal aggression is a substitute for physical aggression. Presented at National Council on Family Relations, 1973. (Author)
Descriptors: *Aggression/ *Hostility/ *Verbal Communication/ *Marriage Counseling/ *Marital Instability/ Interpersonal Relationship/ Family Relationshi/ Behavioral Science Research

EJ077375 EA503577
Gang Violence Makes an Ugly Comeback on the School Scene
American School Board Journal, 160, 3, 60-62 Mar 73
Descriptors: *Delinquency/ *Delinquency Prevention/ *Juvenile Gangs/ *Public Schools/ Urban Schools/ *Violence

DIALOG File1: ERIC 66-MAY78 (Item 21 of 65) User1210 17may78

EJ072976 AA515385
Crime Control in Public Schools: Space Age Solutions
McGowan, William N.
NASSP Bulletin, 57, 372, 43-8 Apr 73
Space age technology is providing techniques for attacking problems of crime control in schools and provides help in developing programs to improve instruction and facilitate learning. (Editor/CB)
Descriptors: Attendance/ Automation/ *Crime/ *Electronic Control/ Equipment Utilization/ *Prevention/ *Public Schools/ Scheduling/ *School Vandalism/ Technology

EJ070991 CG505394
Group Counseling for Offenders
Pew, Miriam L.; And Others
Social Work, 18, 1, 74-79 Jan 73
A community-based group counseling program for offenders in St. Paul, Minnesota, has had promising results--both in rehabilitation and crime prevention. (Author)
Descriptors: *Behavior Change/ Correctional Education/ *Correctional Rehabilitation/ *Crime/ *Group Counseling/ Group Dynamics/ Group Therapy/ *Rehabilitation Counseling/ *Social Work

EJ065990 EA503130
Technology vs the Academic Book Thief
American School and University, 45, 2, 25-35 Oct 72
Three case studies describe successful installations of three leading book security manufacturers. Reports on a 92 percent book loss cut at West Leyden High School, Northlake, Illinois; a substantial savings and a loss cut at the Charles Stewart Mott Library, Flint, Michigan; and a 75 percent loss cut at Chabot College, Hayward, California. (EA)
Descriptors: *Book Thefts/ Case Studies/ College Libraries/ *Crime/ High Schools/ *Library Equipment/ Library Expenditures/ *School Libraries/ *Technological Advancement

EJ045439 AA510962
Violence Whitewashed
Times (London) Educational Supplement, 2942, 6 Oct 8 71
Descriptors: *Problem Solving/ *Secondary Schools/ *Violence

EJ043671 PS501346
Violence Begins at Home. The Parents' Center Project for the Study and Prevention of Child Abuse
Galdston, Richard
Journal of Child Psychiatry, 10, 2, 336-350 Apr 71
Describes a project in operation for over two years which offers protective intervention for children and group meetings from parents. Suggests the creation of a number of centers to help vulnerable parents of preschool children in an effort to interrupt the circular spread of violence as a family phenomenon. (WY)
Descriptors: Agencies/ *Child Abuse/ *Child Care Centers/ Fear/ *Intervention/ *Parent Counseling/ Psychomotor Skills/ Sexuality/ *Violence
Identifiers: Parents Center Project

EJ034552 SP500788
Dissident Students
Ohlsen, Merle M.
Contemporary Education, 42, 4, 157-63 Feb 71
Descriptors: *Antisocial Behavior/ *College Students/ Educational Counseling/ Family Role/ Guidance Counseling/ *High School Students/ *Parent Role/ Socially Deviant Behavior/ *Student Behavior/ Student Problems/ Violence

EJ034175 AA508654
Reactions to the Reasonable Exercise of Authority
Ackerly, Robert L.
NASSP Bulletin, 55, 352, 1-12 Feb '71
Descriptors: Administrator Role/ Behavior Standards/ *Court Litigation/ Drug Abuse/ *Power Structure/ *Principals/ *Secondary Schools/ Student Reaction/ *Violence

EJ022048 AA506589
A Study of Interracial Conflict
Wittes, Glorianne; Wittes, Simon
Amer Educ, 6, 5, 7-10 Jun '70
Racially integrated secondary schools that draw their students from segregated communities are breeding grounds for tension and violence. To prevent such a situation, integration at the elementary level and in-service training for teachers are two steps that should be taken. (CK)
Descriptors: Administrative Personnel/ Community Involvement/ *Models/ *Race Relations/ *Secondary Schools/ *Systems Approach/ Teacher Attitudes/ *Violence

DIALOG File1: ERIC 66-MAY78 (Item 29 of 65) User1210 17may78

EJ012929 AA504650
K-12-Some Keys to Campus Unrest
Barbee, Donald
J Secondary Educ, 44, 8, 369-74 69 Dec
Unrest in universities and secondary schools is seldom viewed as a matter of direct concern of the elementary schools. Yet no other institution, with the possible exception of the family, has a greater potential for positively (or negatively) affecting the lives of the young. (CK)
Descriptors: Counseling Effectiveness/ Ethnic Relations/ Generation Gap/ Moral Issues/ *Student Reaction/ Student Subcultures/ *Violence
Identifiers: California/ Mill Valley/ Tamalpais High School

EJ001851 AA501299
Crowd Control at Athletic Events
J Health Phys Educ Recreation, 40, 4, 27-31 69 Apr
Descriptors: *Athletics/ Audiences/ Behavior Problems/ Behavior Standards/ Group Behavior/ High Schools/ *Pedestrian Traffic/ *School Administration/ Social Psychology/ *Traffic Control/ Violence

ED148933# UD017645
Schools, Housing, Jobs, Transportation: Interlocking Metropolitan Problems.
Colman, William G.
National Inst. of Education (DHEW), Washington, D.C.
Oct 77 14p.; Not available separately; See UD 017 642
Document Not Available from EDRS.
In this paper the interrelationships among income, health, education, employment and crime in the nation's metropolitan areas are explored in the context of recent and current trends in housing, transportation and urban growth policy. The central role of inner city schools in these phenomena is assessed. Alternative metropolitan strategies for central city investment or disinvestment are examined and two alternative public policy strategies are outlined. The revitalization or investment approach would necessitate reorganized urban land use; financial incentives for industrial location or expansion; reduced automobile and truck congestion; neighborhood stability and security; high quality schools; and, most difficult of all, a political majority in state legislatures and the Congress. Each of these aspects of revitalization is elaborated. The status quo or disinvestment strategy would involve improved inner city transportation and subsidized employment, as would the revitalization strategy. High quality schools would also be developed, but with different emphases over time (e.g., vocational versus college preparation). However, the population and business loss from the inner city would continue to take place, and increasing government subsidization would be required for those who stay. Both strategies would cost tremendous amounts of money, although the disinvestment approach would result in much higher losses in urban property values. Since 1971, the Congress and the American people, however, have been giving tacit approval to the latter approach. (Author/GC)
Descriptors: Blacks/ *City Planning/ Community Health/ Crime / Elementary Secondary Education/ *Employment Opportunities/ *Housing Opportunities/ Inner City/ *Metropolitan Areas/ Neighborhood Improvement/ Population Trends/ Public Schools/ Transportation/ *Urban Areas/ *Urban Education/ Urban Renewal/ Urban Schools/ Urban to Suburban Migration

ED148919 UD017548
Annual Report of the School Safety Committee for the 1976-1977 School Year.
United Federation of Teachers, New York, N.Y.
Aug 77 40p.; Part II containing confidential material has been removed
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
This report presents an analysis of crimes committed in the elementary and secondary schools of New York. It is noted that the New York City school system had 3,136 staff related incidents in 989 schools during 1976-77. Analysis of the data also indicated that 414 schools reported no staff related incidents and that an additional 148 schools reported only 1 incident. Eighty-two schools had 10 or more incidents for a total of 1,359 incidents, nearly half the total. Fifty-two of these schools were high schools, with Brooklyn and the Bronx accounting for 33 of the 52. Victims were analyzed by sex and identified perpetrators were classified as students or non students. In a six week sample, there were 329 incidents in which 175 of the victims were female staff members and 154 were males; a higher percentage of males than the percentage in the staff population. Taking a 4 week sample with 206 incidents, 104 perpetrators were identified as students, while 92 were listed as non students, including intruders, parents, and unknowns. Major problems related to school safety that are discussed are: (1) school personnel and the criminal justice system, (2) staff awareness, (3) size of security force, and (4) reporting of incidents. In order to solve the problem, a nineteen point program is suggested. Also included are samples of reported incidents and crime statistics in tabular form. (Author/AM)
Descriptors: *Crime/ Data Analysis/ *Elementary Secondary Education/ *Public Schools/ Rape/ School Environment/ Students / *Tables (Data)/ *Vandalism/ *Violence
Identifiers: New York (Bronx)/ New York (Brooklyn)/ *New York (New York)/ New York (Queens)/ New York (Staten Island)

DIALOG File1: ERIC 66-MAY78 (Item 33 of 65) User1210 17may78

ED145178 CE012918
Project New Pride. Denver, Colorado. An Exemplary Project.
Blew, Carol Holliday; And Others
Abt Associates, Inc. Cambridge, Mass.
Jul 77 153p.
Sponsoring Agency: National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Contract No.: J-LEAA-030-76
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Project New Pride, a positive approach for dealing with juvenile delinquents with lengthy criminal records and social adjustment problems, is described in this report. The introduction includes the following: a discussion of the problems of juvenile offenders and their present treatment; an overview of the project and its services, which include alternative schooling, correction of learning disabilities, vocational training, job placement, counseling, recreation, and cultural activities; and an overview of the six succeeding chapters, which are intended as a resource manual. These chapters explain the following: the development and organization of the project; referral, selection, and intake processes; operations; costs and results; evaluation guidelines; and replication issues. Appended are the alternative school curriculum materials, the curriculum design for the learning disabilities center, and the Denver High Impact Anti-Crime Program evaluation report. (BM)
Descriptors: *Alternative Schools/ Correctional Education/ Counseling/ Crime/ Cultural Enrichment/ Delinquency/ *Delinquency Prevention/ Delinquent Identification/ *Delinquent Rehabilitation/ Guidelines/ Job Placement/ Learning Disabilities/ Program Descriptions/ *Program Development/ Recreational Activities/ *Rehabilitation Programs / Socially Deviant Behavior/ Vocational Education/ *Youth/ Youth Programs
Identifiers: Colorado (Denver)

ED143750# UD017328
Disorder, Disruption and Violence in Public Education.
Kerber, Kerry A.
76 449p.; Order No. 76-26,145
Available from: University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Mich. 48106
Document Not Available from EDRS.
The central problem examined in this dissertation is the rapid increase in violence and disorder in American public schools. The extent and types of disruption are described and analyzed. School disorders have been divided into two broad categories: 1) school disorder relating to problems of ideological conflict and dissent, and 2) school disorders related to violent and criminal offenses and disruptions. A detailed analysis of school disorders was undertaken. First, there was an examination of in-school causes. Secondly, an analysis was made of social, cultural, and community causes. Finally, a number of short term and long-term strategies were suggested for alleviating the serious problems of violence occurring in public schools. Models suggested as basic categories were: 1) ideological (student boycott, walkout, strike, or picketing, and others), 2) violent and criminal offenses (student-teacher physical confrontation or attack, riots and student fighting, vandalism, student abuse and use of drugs, and others). (Author/AM)
Descriptors: *Crime/ Doctoral Theses/ *Models/ *Public Schools/ *School Environment/ *School Vandalism/ *Violence

ED137574 CE010578
The National Council on Crime and Delinquency NewGate Resource Center. Final Report.
Herron, Rex; Muir, John
NewGate Resource Center, Hackensack, N.J.
1 Jan 74 94p.
Sponsoring Agency: Office of Economic Opportunity, Washington, D.C.
Grant No.: OEO-20045
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
The origin and development of Project NewGate are described from 1971-74. (The project presents a model program of higher education for incarcerated offenders, consisting of the in-prison phase, transitional phase, and release phase.) Specific project characteristics are discussed and include a 4-year academic program for prison inmates; an in-prison component which offers a full-time, fully accredited academic program; therapy; career, academic, and personal counseling services; a transitional phase (school release, school furlough, early parole) which enables the inside-program participant to transfer his program to the college campus intact with therapy and counseling services as well as full financial support; a release phase (parole or discharge) offering continued services and full or partial financial support as needed; and NewGate staff (director and counselors), who maintain a neutral administration concept separate from prison and university financial control. Evidence from the literature is offered as support for this type of correctional treatment approach. Other areas discussed are the growth of prison higher education programs and the objectives of the NewGate Resource Center. A final section (21 pages) discusses problems confronting the development of new programs based on the NewGate demonstration model and is titled "The NewGate Resource Center: Issues Faced by the NewGate Expert as Change Agent in the Replication of the NewGate Demonstration Programs." (TA)
Descriptors: Adult Education Programs/ Change Agents/ *Change Strategies/ *College Credits/ *Correctional Education/ *Correctional Rehabilitation/ Demonstration Programs/ Financial Support/ Higher Education/ Interinstitutional Cooperation/ Post Secondary Education/ *Prisoners/ Program Descriptions/ *Program Development/ Rehabilitation Counseling
Identifiers: Oregon

DIALOG File1: ERIC 66-MAY78 (Item 36 of 65) User1210 17may78

ED134916 CG011157
Rape Crisis Counseling.
Hicks, Lou E.
Mar 76 6p.; Paper presented at the Annual Conference of the National Association of Women Deans, Administrators, and Counselors (60th, New Orleans, Louisiana, March 18-21, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Rape crisis counseling at the New Orleans Y.W.C.A. is provided on a 24 hour basis by a staff of two professionals and 30 volunteers who counsel persons calling the rape crisis line. The caller's confidentiality is strictly maintained. In approximately 36% of the calls which involve crimes not reported to the police, callers are encouraged but never pressured to report the crime. Volunteer training procedures are briefly described, as are linkages with other agencies. (Author)
Descriptors: *Counseling Centers/ *Counselor Training/ *Crisis Therapy/ Program Descriptions/ *Rape/ Role Playing/ Speeches/ *Training Techniques/ *Volunteer Training

ED131379# CG010932
Rape Crisis Center Training Manual.
Resnick, Jaquelyn L.; And Others
76 47p.
Available from: Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC $5.00, MF $2.00, order number JSAS MS. 1252, prepayment required)
Document Not Available from EDRS.
This manual is designed for training paraprofessional workers who answer rape-crisis telephone lines. Communication skills, the process of crisis resolution, and the specific body of knowledge relevant to rape victims are uniquely integrated in the training program. The training manual is meant to serve as a guideline for group leaders and as a workbook for trainees. A suggested reading list and a rape-crisis resource list are included. The format of the program is a brief but intensive training course, made up of seven modules, and requiring approximately 20 hours. The training combines a didactic and experiential approach to learning. It is anticipated that both professional psychologists and skilled lay persons will be able to use the manual to provide more systematic training to those seeking to help rape victims. (Author)
Descriptors: *Communication Skills/ *Counseling Services/ Crime/ *Crisis Therapy/ Females/ Manuals/ Nonprofessional Personnel/ *Paraprofessional Personnel/ *Rape/ Training/ Workshops
Identifiers: *Telephone Counseling

ED131377# CG010930
A Technique for Training Paraprofessionals in Rape Crisis Counseling Procedures.
Roberts, Wesley K.; Hart, Betty K.
76 45p.
Available from: Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC $5.00, MF $2.00 order number JSAS MS. 1251, prepayment required)
Document Not Available from EDRS.
A four-session training workshop was conducted by Columbia College for paraprofessionals who are or plan to be engaged in rape-crisis intervention counseling. Medical aspects and treatment of rape victims were discussed along with police procedures and reports required for subsequent legal action. Workshop participants were instructed in selected counseling procedures and were allowed to practice developing their own techniques during group interaction. The workshop concluded with a session that encouraged participants to focus on their own attitudes and values concerning rape. No significant attitude modifications were observed to have changed as an immediate measurable product of workshop attendance. Participants, in general, responded to survey items in a manner similar to the philosophy on rape expressed by the National Organization for Women. (Author)
Descriptors: Counseling Services/ *Crisis Therapy/ Females/ Intervention/ *Methods/ *Nonprofessional Personnel/ *Paraprofessional Personnel/ Program Descriptions/ *Rape/ *Training/ Workshops

DIALOG File1: ERIC 66-MAY78 (Item 39 of 65) User1210 17may78

ED130035 CE008223
Exemplary Projects. A Program of the National Institute of Law Enforcement and Criminal Justice.
National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
76 21p.
Available from: Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 027-000-00440-7, $0.60, minimum charge of $1.00 for each mail order)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Issued by the Exemplary Projects Program, this document systematically identifies 19 outstanding criminal justice programs throughout the country and verifies their achievements, with the goal of encouraging widespread use of advanced criminal justice practices. Details on the operating methods, budget, staffing, training requirements, potential problem areas, and measures of effectiveness are given for each program, along with evaluation methods which allow other localities to gauge their own success and shortcomings. Detailed criteria (used by the Office of Technology Transfer) for exemplary project selection and nomination procedures are appended. (WL)
Descriptors: *Community Service Programs/ Counseling Services/ Crime/ Criminal Law/ *Justice/ *Law Enforcement/ *Police Action/ Program Descriptions/ Program Evaluation

ED128513 UD016280
Violence in the Schools and Public/School Policies.
Kemble, Eugenia
15 Dec 75 9p.; Speech made at the Annual Meeting of the Council for Educational Research and Development (December 1975)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
The issue of school violence as well as the various public policies and school policies which have an impact on several issues are addressed in this paper. These issues are school suspensions, the distinctions between youth and adult crime, the question of who is to blame for student actions, and which institutions and individuals should be held responsible for what takes place in schools. Youth crime in the schools is high and on the rise. The cost of this crime to the public schools is estimated to be about $600 million a year. While this side of the coin is presented, the series of court decisions and a number of reports which criticize the public schools for the way they handle disruptive students is given as well. These place added burdens on public school officials and fail to grapple with the inadequate resources and facilities of the public schools, especially in a period of an economic crunch. Another aspect of the problem relates to a reanalysis of how the courts should deal with youth crime. While not particularly a school question, the two are closely related. It is concluded that school violence is not simply a school problem, but it is tied to large social problems. (Author/AM)
Descriptors: *Crime/ Delinquency/ *Discipline Policy/ Economic Factors/ Educational Policy/ Government Role/ *Policy Formation/ Political Issues/ Public Policy/ Public Schools/ School Vandalism/ *Student Rights/ Student Role/ *Supreme Court Litigation/ Suspension/ *Violence/ Youth Problems

ED124625# UD016073
Student Violence Status Maximization and Anonymity as Factors Subject to Staff Control in Potentially Explosive Desegregating Public Schools.
Blodgett, Michael William
75 116p.
Available from: Xerox University Microfilms, P.O. Box 1764 Ann Arbor, Michigan 48106 (Order No. 75-21,037 Microfilm $7.50; Xerography $15.00)
Document Not Available from EDRS.
This study categorizes types of interpersonal violence and relates such incidents to other facts which can contribute to potentially explosive situations in desegregating schools. Data were collected on: specific types and frequencies of interpersonal violence in three junior high schools; assessment of motive(s) of aggressors in such incidents; findings as to the relative degree of interpersonal familiarity of victim and aggressor; and, overall student responses concerning specific attitudes and incidents relating to their experiences within these desegregating schools. Analysis of the data provided by this study indicates that specific factors seem to have resulted in significantly different experiences for students in each of the three schools involved in this research with the greatest differences appearing between those grades which were the major focus for desegregation and those which were not. Approximately five to ten times as much interpersonal violence occurred in those grades which were actually being desegregated and this higher frequency of violence seemed directly related to the disruption of status differences among students involved in desegregation. In addition students who attended schools where such violence was more frequent reported less commitment to the school and less confidence that problems were actually being responded to by school staff members. (Author/JM)
Descriptors: Doctoral Theses/ *Integration Effects/ *Junior High Schools/ Junior High School Students/ Peer Relationship/ Public Schools/ *School Integration/ School Policy/ Social Relations/ Social Status/ *Staff Role/ Student Attitudes/ Student School Relationship/ Student Teacher Relationship/ *Violence

DIALOG File1: ERIC 66-MAY78 (Item 42 of 65) User1210 17may78

ED108334 EA007250
A Resource Manual for Reducing Conflict and Violence in California Schools.
Pritchard, Ruth, Ed.; Wedra, Virginia, Ed.
California School Boards Association, Sacramento.
75 65p.
Available from: California School Boards Association, 800 Ninth Street, Sacramento, California 95814 ($3.00, quantity discounts)
EDRS Price MF-$0.76 PLUS POSTAGE. HC Not Available from EDRS.
This booklet was prepared to assist school administrators in developing effective strategies to cope with school violence and vandalism. Various chapters prepared by different authors address different perspectives and aspects of the problem. Topics of the chapters include early prevention, the interagency team concept, management in a team structure, parent education, a plan for school/agency/community cooperation, programs that are working, and security measures for vandalism and violence control. The final three sections describe two interagency youth service programs, examine the 1974 California law that created the School Attendance Review Board, and present a bibliography of publications and audiovisual materials dealing with school violence and youth service programs. (JG)
Descriptors: *Administrator Guides/ Bibliographies/ *Delinquency Prevention/ Elementary Secondary Education/ Interagency Cooperation/ Parent Counseling/ School Community Relationship/ *School Vandalism/ Security/ State Legislation/ *Violence/ *Youth Programs
Identifiers: *California

ED108060 CG009878
How to Start a Rape Crisis Center.
Rape Crisis Center, Washington, D.C.
72 47p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
This booklet, written in response to requests from throughout the nation about how a rape crisis center can be started, presents the history of the founding of the Washington, D.C. center. The booklet offers sections dealing with specific issues. A section discusses, for the rape victim, pros and cons of working with the police, together with the various legal implications. The medical and hospital information section describes hospital procedures and the problems of venereal disease and pregnancy. Additional sections discusses the emergency phone service of the crisis center, transportation and counseling, conducting rape conferences, and publicity. The final section, called "Putting it All Together", covers other important issues not mentioned in previous parts of the booklet. Appendices containing sample forms, bylaws of the rape crisis center, and a mock phone conversation are attached. (Author/BW)
Descriptors: *Counseling Centers/ Crime/ *Crisis Therapy/ *Females/ Guides/ Organization/ Program Planning/ *Rape/ *Violence/ Voluntary Agencies

ED105325 CG009695
Stop Crime by 1984, Here's How.
Darrow, Frank M.
74 37p.
Available from: Frank M. Darrow, P.O. Box 305, Trona, California 93562 (HC-$2.00, write for information on quantity discounts)
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
This booklet discusses the need for a developmental approach to the prevention of juvenile deliquency and crime in general. It presents an overview of the crime problem, mentions some common viewpoints concerning causal factors, and makes a case for the relationship between early life experiences and incidence of adult criminal behavior. The pamphlet describes research which supports the validity of this relationship. Another section deals with the question of treatment and intervention. The author believes that the interval between the ages of 6 and 10 is an appropriate time for preventative counseling and guidance. He cautions against waiting until after age 10 because chances of effective intervention are significantly decreased. He discusses a program in California in which counseling at the elementary level was used as a means of dealing with the problem of behavior discipline. On the basis of examining this program the author recommends that all elementary schools include counseling for delinquency prevention in their system. (BW)
Descriptors: Child Psychology/ Children/ Counseling Goals/ *Crime/ *Delinquency Prevention/ *Developmental Guidance/ Elementary Education/ *Guidance Objectives/ Pamphlets/ Program Descriptions/ Socially Deviant Behavior

DIALOG File1: ERIC 66-MAY78 (Item 45 of 65) User1210 17may78

ED103736 CG009603
Juvenile Justice and Delinquency Prevention and Runaway Youth; Hearings on H. R. 6265 and H. R. 9298 Before the Subcommittee on Equal Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Third Congress, Second Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
74 545p.
EDRS Price MF-$ 0.92 HC-$27.29 PLUS POSTAGE
The discussions center on two bills before Congress which would: (1) provide a comprehensive coordinated approach to the problems of juvenile delinquency; (2) strengthen interstate reporting and interstate services for parents of runaway children; (3) conduct research on the size of the runaway youth population; and (4) establish, maintain, and operate temporary housing and counseling services for transient youth. The six days of hearings recorded in this report took place in Los Angeles, California and Washington, D.C. (Author/PC)
Descriptors: Counseling/ Court Litigation/ Crime/ *Delinquency Prevention/ *Federal Legislation/ *Government Publications/ *Rehabilitation Programs/ *Youth Problems

ED103505 UD014851
A Report on Conflict and Violence in California's High Schools.
California State Dept. of Education, Sacramento.
73 36p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
The Task Force on the Resolution of Conflict was given the responsibility of examining the extent and nature of conflict and violence in high schools in California. To carry out that responsibility, the task force sought to identify factors which could contribute to tension-provoking and conflict-producing situations and to identify those plans and programs designed to alleviate or remediate such situations. Specifically, the task force sought to collect data of an objective and subjective nature on separate incidents of conflict and tension and to organize the data in a manner which would allow for a comprehensive assessment of the nature and prevalence of the incidents; and, to identify programs and procedures that have proven effective in preventing and ameliorating conflict on high school campuses. The task force used six major sources of information to accomplish its objectives: surveys, interviews, documents, newspaper reports, workshops, and emergency plans. The task force conducted a mail survey of over 300 California high schools and collected on-site responses to an attitude scale from approximately 1,000 persons in 32 schools. These administrators, students, teachers, parents, and community representatives were also interviewed, as were more than 60 scholars, public agency representatives, and government officials. (Author/JM)
Descriptors: Activism/ Administrator Attitudes/ Community Attitudes/ *Conflict/ Crime/ *Delinquency Prevention/ Field Interviews/ *High Schools/ Intergroup Relations/ Race Relations/ Student Attitudes/ Surveys/ Teacher Attitudes/ *Violence
Identifiers: *California

ED096350 TM003964
A Sourcebook for Mental Health Measures.
Comrey, Andrew L.; And Others
Human Interaction Research Inst., Los Angeles, Calif.
73 435p.; This book incorporates the final report of MH 19661, A Taxonomy of Data-Collecting Devices
Sponsoring Agency: National Inst. of Mental Health (DHEW), Chevy Chase, Md. National Clearinghouse for Mental Health Information.
Available from: Human Interaction Research Institute, 10889 Wilshire Boulevard, Suite 1120, Los Angeles, California 90024 ($2.50)
EDRS Price MF-$0.76 HC-$22.21 PLUS POSTAGE
This sourcebook of mental health related psychological measures consists of approximately 1,100 abstracts. Each of these abstracts provides certain identifying information followed by a brief description of a questionnaire, scale, inventory, test, or other measuring device. Abstracts have been classified and grouped into 45 clusters of instruments sharing a similar purpose, character, or both. Each entry is divided into two major sections. The first section provides identifying information in the following order: (1) title of measuring instrument; (2) source of instrument (article, book, mental health, etc.); name(s) of instrument author(s); and (4) address of the author. The second section is a 200-300 word description of the instrument. Instructions for obtaining a copy of the instrument are presented at the end of each abstract. An author and title index are included. (Author/SE)
Descriptors: Adjustment (to Environment)/ Adults/ *Annotated Bibliographies/ Attitude Tests/ Background/ Cognitive Tests/ Counseling/ Crime/ Delinquency/ Diagnostic Tests/ Drug Abuse/ Family (Sociological Unit)/ Geriatrics/ Handicapped/ Marriage/ *Mental Health/ Parents/ Personality Tests/ Psychological Tests/ Racial Attitudes/ Rating Scales/ Rehabilitation/ Student Attitudes/ Suicide/ Teachers/ *Tests/ Vocational Adjustment
Identifiers: *Test Bibliographies

DIALOG File1: ERIC 66-MAY78 (Item 48 of 65) User1210 17may78

ED094031 UD014346
Identification of Social Groups Based on Social Integration in a Multi-Racial High School.
Marascuilo, Leonard A.; Dagenais, F.
Apr 74 58p.; Paper presented at the Annual Meeting of the American Education Research Association (59th, Chicago, Illinois, April 1974); Parts of this document may not be clearly legible due to the print quality of the original
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
This paper took as its problem the belief among the general public that conflict and violence among students is a common occurrence, especially in schools that are racially mixed. The responses of 303 students from a racially mixed school, Berkeley High School, were grouped in terms of the degree to which the individual students are socially integrated and the students were examined in light of the violence they had personally experienced. It was hypothesized that students who were socially integrated across ethnic boundaries were not involved with perceived violence and conflict on the campus, while aggressive acts, in the main, involved students whose friends and companions were of their own race. Data were collected by means of a questionnaire sent to about a third of the 1970 graduating class of Berkeley High School. The Tryon clustering of objects was used to identify independent groups of students who were socially isolated or integrated across races. That procedure was effective in that it generated six clearly identifiable groups of students who were socially isolated or socially integrated across the Asian, black, and white students in the school. Because of the low frequencies, the hypothesis that conflict and violence centers around students who are not socially integrated is not supported. (Author/JM)
Descriptors: Antisocial Behavior/ Caucasian Students/ *Cluster Analysis/ *High Schools/ Integration Effects/ Minority Group Children/ Race Relations/ Racial Integration/ *School Integration/ School Surveys/ *Social Integration/ Student Attitudes/ Suburban Schools/ *Violence
Identifiers: California

ED090688 EA006140
Safe Schools Act. Hearing Before the General Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Ninety-third Congress, First Session on H. R. 2650.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
73 104p.; A bill to Amend the Elementary and Secondary Education Act of 1965 To Assist School Districts To Carry Out Locally Approved School Security Plans To Reduce Crime Against Children, Employees, and Facilities of Their Schools
EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE
This pamphlet contains the text of and hearings on a House bill for improving the security of schools. The bill is designed to provide financial assistance to aid local educational agencies to meet special needs incident to providing security for children, employees, and facilities in elementary and secondary schools through the reduction and prevention of school-based crimes. (JF)
Descriptors: Costs/ *Educational Legislation/ Elementary Schools/ *Federal Aid/ *School Safety/ *School Vandalism/ Secondary Schools/ *Violence
Identifiers: *School Security

ED087115 EA005858
How Can School Security Be Strengthened?
Grealy, Joseph I.
25 Feb 74 7p.; Speech given before American Association of School Administrators Annual Convention (106th, Atlantic City, New Jersey, February 22-26, 1974)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
The primary function of a school system is to educate; however, the safety and security of personnel and facilities must be guaranteed. The author suggests that only way such a guarantee can be affected is by selecting a person who has the background ability to organize a system that will guarantee the safety and security of people and property. The particular approach will be guided by the size and problems being experienced by the individual school system. A qualified person with a sound program will not only help school administrators avoid frustrating and disruptive situations, but will also have funds that are being drained from budgets as a result of acts of vandalism. (Author/MLF)
Descriptors: Delinquency Prevention/ Elementary Schools/ *Prevention/ *Schools/ *School Vandalism/ Secondary Schools/ *Security/ Speeches/ *Violence

DIALOG File1: ERIC 66-MAY78 (Item 51 of 65) User1210 17may78

ED085826# EA005696
The Reform of Secondary Education: A Report to the Public and the Profession.
National Commission on the Reform of Secondary Education, Dayton, Ohio.
73 188p.
Sponsoring Agency: Charles F. Kettering Foundation, Dayton, Ohio.; Institute for Development of Educational Activities, Dayton, Ohio.
Available from: McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020 ($7.95 hardback or $2.95 paperback)
Document Not Available from EDRS.
After a year-long investigation, the National Commission of the Reform of Secondary Education has identified many problems facing secondary education in the United States. It notes, among other problems, that large city school systems are on the verge of complete collapse. After careful scrutiny and long debate, the Commission, with a membership drawn from teachers, administrators, academic associations, State legislators, parents, and students, drafted 32 recommendations for the reform of secondary education. This report presents those recommendations together with a rationale for each proposal, as well as dissenting statements by commission members. The recommendations are designed to evoke discussion, debate, controversy, and action. (Author/JF)
Descriptors: Alternative Schools/ Career Education/ *Educational Change/ *High School Curriculum/ *Problems/ *Secondary Schools/ Sex Discrimination/ Student Responsibility / Student Rights/ Television/ *Urban Schools/ Vandalism/ Violence

ED085469# UD014043
The Great School Bus Controversy.
Mills, Nicolaus, Ed.
73 356p.
Available from: Teachers College Press, 1234 Amsterdam Ave,, New York, N.Y. 10027 ($5.95)
Document Not Available from EDRS.
This anthology attempts to put the great school bus controversy of the 1970's in perspective by providing a forum in which a series of widely differing views, backed by hard data, can be compared. The first section, "Background and Legal History," places the controversy in a perspective that predates the 1970's. One article focuses on the history and scope of school busing in America. The second turns on the problem of whether public schools are to be racially mixed or merely color blind. The third article is also concerned with practical consequences, but those relating to a dangerous collision between the Judiciary and the Legislature. The second section, "The Debate Over Evidence and Social Policy," is an extension of the first, but focuses on questions directly concerned with establishing the criteria of a successful busing program and determining the relationship between government policy and social science. By contrast, the writing in section three of the anthology is descriptive rather than analytic in emphasis--a series of direct reports on the impact of busing--many of them "new journalistic" in nature. The final section, "Busing and Black Political Strategy," turns to the issue that could finally determine the outcome of the busing struggle. (RJ)
Descriptors: Boards of Education/ *Bus Transportation/ Historical Reviews/ *Integration Effects/ Legal Problems/ Majority Attitudes/ *Negro Attitudes/ Public Schools/ Race Relations/ Racial Balance/ Racial Discrimination/ Racism/ School Districts/ *School Integration/ School Segregation/ Southern Attitudes/ *Supreme Court Litigation/ Transfer Programs/ Violence
Identifiers: Brown Versus Board of Education/ California/ Colorado/ England/ Keyes Versus Denver School District Number 1/ New York/ North Carolina/ Swann Versus Charlotte Mecklenburg

ED082363 EA005483
Discipline Crisis in Schools: The Problem, Causes and Search for Solutions. Education U.S.A. Special Report.
Jones, J. William
National School Public Relations Association, Arlington, Va.
73 67p.
Available from: National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 (Stock #411-13445, $4.75, Prepayment requested)
EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
Statistics bear out comments by concerned administrators that across the nation teachers are working in a state of fear, at times subjected to assaults, harassment, intimidation, and rape; and that unlawful and violent acts by students on campuses have occurred with so much more openness and defiance than in the past that the physical safety of individual students is in jeopardy. This report explores the causes of this breakdown in discipline and discusses conflicting viewpoints on what to do about the problem including whether or not corporal punishment should be permitted. The report also examines what courts have said about discipline. In discussing solutions to the problem, the report examines the use of drugs to control hyperactive children and provides guidelines for teachers and parents. (JF)
Descriptors: *Court Cases/ *Discipline/ Discipline Problems/ Drug Therapy/ Humanization/ Hyperactivity/ *Parent Role/ Public Schools/ Student Rights/ *Teacher Role/ Vandalism/ *Violence
Identifiers: *Corporal Punishment

DIALOG File1: ERIC 66-MAY78 (Item 54 of 65) User1210 17may78

ED077104 EA005013
Survey of Burglary and Vandalism Occurrence and Preventative Measures in Twenty-Five Large California School Districts. Summary Report.
Fresno City Unified School District, Calif. Office of Planning and Research Services.
Jan 73 17p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Twenty-three California school districts responded to a burglary and vandalism survey conducted by the Fresno Unified School District Burglary and Vandalism Prevention Project, which represents the first phase of a developing program to reduce vandalism occurrences and improve recovery of losses. This summary compiles survey data on 18,000 occurrences of damage or loss to buildings, glass, equipment, buses, and nonspecified areas amounting to $4,500,000 dollars. The total loss recovery by all techniques utilized in the 23 reporting districts amounted to $432,000, with an average recovery percentage of nine percent. Reported onsite anti-vandalism techniques include the use of fencing, floodlighting, lexan/plexiglass windows, protective screening, burglar alarm systems, security patrols, and guard dogs. Survey results also reflect administrative measures taken, such as community action committees, neighborhood school alert systems, publicity campaigns, telephone "hot lines," police cooperation, and court cooperation. However, from the evidence reported, it appears that no effective means of preventing burglary and vandalism occurrences has been developed, and several suggestions are made for improving preventative measures. (Author/JF)
Descriptors: Community Action/ *Costs/ Crime/ Delinquency Prevention/ Equipment/ Glass/ Insurance Programs/ Police School Relationship/ *Prevention/ Public Schools/ Questionnaires/ *School Buildings/ School Buses/ School Districts/ *School Surveys/ *School Vandalism/ Tables (Data)
Identifiers: *Burglary/ California

ED068827 08 AC012954
NewGate. New Hope Through Education.
National Council on Crime and Delinquency, Paramus, N. J. Newgate Resource Center.
10p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
A review of the operation of and prognosis for a program of higher education and counseling, in and out of the institution and additional follow-up support services in post-release period, for inmates of a maximum-security prison is given. (NF)
Descriptors: *Correctional Education/ Correctional Rehabilitation/ *Counseling Services/ *Crime/ Higher Education / *Rehabilitation Programs

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ED066523 UD012469
On the Social and Cultural Milieu of an Urban Black School: An Ethnographic Case Study.
Rist, Ray C.
Apr 72 25p.; Paper presented to the Sociology of Education Panel of the Pacific Sociological Association meeting, Portland, Ore., April 1972
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
To understand the phenomena of academic success or failure among black children in urban ghetto schools, one must look beyond the boundaries of the individual classrooms and examine the social and cultural milieu of the school itself. Both the milieu of the classroom and the milieu of the school appear to sustain one another in a pattern of reinforcement of the presently accepted values and modes of behavior. Thus, the factors which help to establish the atmosphere of the school affect that of the individual classroom as well. Thus, a cyclincal effect occurs whereby the milieu of the school influences the learning experiences of the children, which in turn help to define the behavior and responses of the teachers and principal who have major responsibility for the general social themes present in the school. It is contended that such conditions as the negative expectations for the children, the utilization of violence on the children, the exchange of information among the teachers which allows the development of stereotypes as to performance and behavior, and the norms governing the use of classroom discipline are destructive of a humane and supportive learning milieu. (Author/JM)
Descriptors: *Class Management/ Cultural Factors/ Disadvantaged Youth/ Discipline/ *Elementary Schools/ Elementary School Students/ Elementary School Teachers/ *Ghettos/ *School Environment/ Social Factors/ *Teacher Attitudes/ Teacher Stereotypes/ Urban Environment/ Urban Schools/ Violence

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ED065654 UD012849
Activities Relating to the Desegregation of Public Schools, August 15, 1970-February 15, 1971.
Department of Justice, Washington, D.C. Community Relations Service.
72 58p.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
This report describes the involvement of the Community Relations Service (CRS), Department of Justice, in the desegregation of public schools, as called upon by the Administration to provide assistance toward helping school districts and communities resolve problems that would arise during the period of transition from dual to unitary systems. The specific objectives of the project were: to engage in those activities that would promote the easing of community tensions and avoid the violence arising from desegregation; to promote and assist in the establishment of programs and activities designed to deal constructively with problems incidental to desegregation; and, to function in liaison capacity between the community, the civil rights agencies of the government, and Attorneys' Offices. The project covered the States of Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, and Texas; numerous contacts were made with students, teachers, parents, school officers, community groups, city officials, and concerned others. Activities and accomplishments encompassed assistance to schools, assistance to communities, crisis response activities, media activities, and monitoring activities. Illustrations and experiences in the various States covered by CRS are provided. Appendixes list counties and school districts involved in the program, persons and groups contacted, assistance to schools and communities, and crisis response activities. (RJ)
Descriptors: *Community Agencies (Public)/ Community Influence/ Community Involvement/ Government Role/ *Integration Methods/ *Integration Plans/ Mass Media/ Program Administration/ *Public Schools/ School Districts/ *School Integration/ School Involvement/ Southern States/ Violence
Identifiers: Community Relations Service

ED064437 UD012480
The Costs to the Nation of Inadequate Education. A Report Prepared for the Select Committee on Equal Educational Opportunity of the United States Senate.
Levin, Henry M.; And Others
Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunitvrs p
Feb 72 65p.; Committee Print, Senate Select Committee on Equal Educational Opportunity
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
The purpose of this study was to estimate the costs to the nation of the inadequate education of a substantial portion of the population, where an inadequate education for the latter third of the twentieth century was defined as an attainment of less than high school graduation. Using data from the Department of Commerce and other sources in conjunction with extensive research literature from the social sciences, this report obtained the following findings: (1) The failure to attain a minimum of high school completion among the population of males 24 to 34 years of age in 1969 was estimated to cost the nation 237 billion dollars in income over the lifetime of these men; and, 71 billion dollars in foregone government revenues; (2) In contrast, the probable costs of having provided a minimum of high school completion for this group of men was estimated to be about 40 billion dollars; (3) Welfare expenditures attributable to inadequate education are estimated to be about three billion dollars each year and are probably increasing over time; and, (4) The costs to the nation of crime that is related to inadequate education appears to be about three billion dollars a year and rising. (Author/JM)
Descriptors: Cost Effectiveness/ *Costs/ Crime/ *Educational Disadvantagement/ Educational Discrimination/ *Educational Finance/ *Educational Opportunities/ Educational Policy/ High Schools/ Income/ Racial Composition/ *Surveys/ Taxes/ Welfare/ Young Adults

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ED063427 UD012413
Hearings Before the General Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Ninety-Second Congress, First Session on H. R. 3101 and H. R. 10641...The Safe Schools Act. Hearings Held in New York, N. Y., September 17, 1971, and Boston, Mass., October 22, 1971.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
72 204p.; Committee Print, House Committee on Education and Labor
EDRS Price MF-$0.76 HC-$10.78 PLUS POSTAGE
This document reports the hearings held by the Committee on Education and Labor's General Subcommittee on Education in New York, N.Y. and Boston, Mass. on two bills. One, H. R. 3101, is a bill to assist school districts reduce crime against children, employees, and facilities in the elementary and secondary schools by providing financial assistance for the development and implementation of locally approved school security plans. The second, H. R. 10641, is a bill to amend the Elementary and Secondary Education Act of 1965 to assist school districts to carry out locally approved school security plans to reduce crime against children, employees, and facilities of their schools. Supplemental materials include the following: (1) a booklet entitled "Effects of the use of space technology on a high school campus"; and (2) a report entitled "Stability and disruption in the public schools of New York City." (JM)
Descriptors: Behavior Problems/ *Crime/ Delinquency/ Delinquent Identification/ Federal Aid/ *Federal Legislation/ Law Enforcement/ *Public Schools/ *School Safety/ Security/ Student Behavior/ *Urban Schools
Identifiers: Massachusetts/ New York

ED039277 UD009964
Competence for All as the Goal for Secondary Education.
Allen, James E., Jr.
10 Feb 70 14p.; Speech given before the Annual Convention of the National Association of Secondary School Principals, Washington, D.C., February 10, 1970
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Education must make citizens not only competent to enter the labor market but also to find work that is a rewarding use of an individual's abilities. Racial unrest and unemployment are the products of an inadequate educational system which finds 25 percent of young people denied access to the labor force. The focus of vocational education must shift from a remedial to a preventive approach. Career consciousness should be fostered in the elementary grades accompanied with job-related instruction in the upper elementary grades. In high school, students should be allowed to move in and out of vocational-technical and academic courses, thus undermining the elitist system of tracking students into a terminal degree curriculum. In opposition to a policy which supports a separate approach to education for the disadvantaged, a system which would address itself to the needs of all students (eliminating in the process the stigma attached to vocational courses) is needed. In order to encourage local school districts to supply adequate vocational and technical education opportunities, the Federal government should cover a substantial portion of costs and should provide leadership. Cooperation between schools and manpower training programs and the participation of high school principals are also needed. (KG)
Descriptors: Career Planning/ Compensatory Education/ *Disadvantaged Youth/ Educational Change/ High Schools/ Job Skills/ Occupational Guidance/ *Principals/ Remedial Instruction/ *Unemployment/ Violence/ *Vocational Education
Identifiers: *National Advisory Council On Vocational Education

ED035052 CG004863
In Honor of Dean and Mrs. Edmund G. Williamson and in Recognition of His Retirement April 9 and 10, 1969.
Darley, John G., Ed.
Minnesota Univ., Minneapolis.
Apr 69 66p.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
This booklet, in honor of Edmund Williamson, contains several articles. First T. R. McConnell discusses "The Impact of the Minnesota Student Personnel Program on Higher Education." He presents Williamson's theory on student personnel services (SPS) as being an integral part of the university. He also points out Williamson's philosophy on student participation and responsibility, as well as communication and university responsibility. Willis E. Dugan, in "The Impact of the Minnesota Viewpoint on Counseling Under the Leadership of Edmund G. Williamson, uses the Greek term arete in describing the development of the Minnesota SPS. Arete, while difficult to define, means an emphasis on man and his relation to the ideal of excellence. He goes on to describe three models for arete: (1) the Homeric, (2) the Sophistic, and (3) the Socratic. He uses these models to describe then the programs Williamson set up. He also discusses Williamson himself. The pamphlet concludes with an article by Edmund Williamson, "On Striving to Become a Liberally Educated Person." In this article, Williamson presents his philosophy of student responsibility and its relationship to violence and dissent. (KJ)
Descriptors: Activism/ Communication (Thought Transfer)/ Counseling/ *Counseling Programs/ Counseling Services/ *Counselor Educators/ *Responsibility/ *Student Participation/ *Student Personnel Services/ Universities/ Violence

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ED025863 EC001859
Curriculum Materials Developed from a Conference on the Juvenile Court and Vocational Rehabilitation (April 4-6, 1967, Boston, Massachusetts).
Margolin, Reuben J., Ed.
Northeastern Univ., Boston, Mass. Dept. of Rehabilitation and Special Education.
67 102p.
Sponsoring Agency: Vocational Rehabilitation Administration (DHEW), Washington, D.C.
Grant No.: VRA-9021
EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE
An introduction explaining the need for a workshop on the juvenile court and vocational rehabilitation opens this conference report. Papers presented include "Educational Aspects of Delinquency: Its Implications for Vocational Rehabilitation" by William C. Kvaraceus, "Psychological Aspects of Delinquency: Implications for Vocational Rehabilitation" by Joseph L. Massimo, "Some Sociological Aspects of Delinquency: Implications for Vocational Rehabilitation" by Stephen Schafer, "Legal Aspects of Delinquency: Juvenile Courts and Vocational Rehabilitation" by Ted Rubin, and "The Juvenile Court and Vocational Rehabilitation: Possibilities of Corporative Relationships" by Dorothy Singer. A section on "Practical Applications: Successful Programs in Rehabilitating the Delinquent" includes descriptions of the Family Court in Rhode Island and the Springfield Goodwill Industries Program. A brief commentary precedes each paper or section. The appendix lists workshop planning committee members, speakers, and participants. (LE)
Descriptors: Adolescents/ Conference Reports/ Counseling/ Counselor Role/ Courts/ Crime/ *Delinquency/ Delinquency Causes/ Delinquency Prevention/ Delinquent Rehabilitation/ *Exceptional Child Services/ Federal Aid/ Grants/ Interagency Cooperation/ Psychological Needs/ Rehabilitation Programs/ Responsibility/ School Role/ Social Factors/ Special Services/ State Programs/ *Vocational Rehabilitation/ Work Attitudes/ Workshops/ Youth Agencies

ED019379 UD006144
PROFILES OF TWENTY MAJOR AMERICAN CITIES.
LOURIA, MARGOT; STOKES, MARGURITE C.
Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.
JAN68 118P.
EDRS PRICE MF-$0.76 HC-$5.70 PLUS POSTAGE
THESE PROFILES PROVIDE EXTENSIVE DATA ON POVERTY, POPULATION TRENDS, EDUCATION, WELFARE, CRIME, AND UNEMPLOYMENT IN 20 MAJOR METROPOLITAN AREAS. FISCAL YEAR 1967 APPROPRIATIONS FOR ELEMENTARY AND SECONDARY SCHOOL ACTIVITIES, FOR BASIC AND OCCUPATIONAL TRAINING, AND FOR COMMUNITY DEVELOPMENT ARE ALSO LISTED. THE POPULATION, POVERTY, AND EDUCATION INDEXES INCLUDE DATA FOR WHITE AND NONWHITE GROUPS. THE EDUCATION INDEXES CONTAIN FIGURES ON THE PERCENTAGE OF CLASSROOM TEACHERS IN PUBLIC SCHOOLS, ON SCHOOL EXPENDITURES, ON STUDENT ENROLLMENT, AND ON DROPOUTS. GENERAL FINDINGS ARE BRIEFLY SUMMARIZED. (LB)
Descriptors: Adult Basic Education/ Caucasians/ Community Development/ Crime/ Data/ Dropouts/ *Economic Disadvantagement / *Education/ Expenditures/ Federal Aid/ Federal Programs/ Job Training/ *Metropolitan Areas/ Negroes/ *Population Trends/ Public Schools/ Student Enrollment/ *Tables (Data)/ Teachers/ Unemployment/ Welfare Services

ED001536
SPECIAL PROBLEMS PRESENTED BY SPECIAL CATEGORIES OF OFFENDERS, MINORITY GROUPS, FEMALES, LOW-INCOME GROUPS.
CUNNINGHAM, GLORIA
Boston Univ., Mass. Law-Medicine Research Inst.
64 20P.
EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
THE IDEA OF A "BORN CRIMINAL" OR A CLASS OF CRIMINALS IS ERRONEOUS. SOME CITIZENS MAINTAIN THIS ATTITUDE AND THEREFORE LACK COMMUNITY CONCERN OR INVOLVEMENT, THEREBY REDUCING THE NUMBER OF RESOURCES AND COOPERATING COMMUNITY UNITS THAT A PROBATION OFFICER CAN DRAW ON. ANOTHER PROBLEM WITH RESOURCES IS THAT, EVEN WHERE THEY DO EXIST, THEY ARE OFTEN INEFFECTIVE IN HELPING THE VERY PEOPLE THEY HAVE BEEN SET UP TO SERVE, IN SPITE OF THEIR BASIC INTENTIONS, THEY DO NOT KNOW ENOUGH. PROBATION OFFICERS FAIL, TOO, BECAUSE OF IGNORANCE OF CULTURAL DETERMINANTS OF BEHAVIOR. THE RATIO OF FEMALE CRIMES TO MALE CRIMES IS APPROXIMATELY 1 TO 8, HOWEVER, MANY FEMALE CRIMES GO UNDETECTED. BECAUSE OF THE SMALL NUMBER OF RECOGNIZED OFFENDERS THERE ARE VERY FEW ADEQUATE FACILITIES FOR FEMALE OFFENDERS. WOMEN ARE RAISED WITH THE OUTLOOK OF FINDING SUCCESS IN MATERIAL ACCOMPLISHMENTS. A WOMAN SHOULD NOT BE AGGRESSIVE BUT SHOULD BE ATTRACTIVE. THE COMMUNITY TREATS FEMALE OFFENDERS VERY SEVERELY FOR DEVIATIONS FROM THE SOCIAL NORM. COUNSELING THESE WOMEN PROBATIONERS REQUIRES A RECOGNITION OF THESE FACTS. MEN HAVE SPECIAL DIFFICULTIES IN COUNSELING THESE WOMEN AND UNDERSTANDING THEIR SEEMINGLY SEDUCTIVE ACTIONS. A WOMAN PROBATIONER SHOULD BE TREATED WITH A RESPECT AND DIGNITY THAT RECOGNIZES HER INHERENT VALUE AS A HUMAN BEING, OFTEN BEFORE SHE CAN ACCEPT IT HERSELF. JUVENILE DELINQUENTS SHOULD GENERALLY BE ASSIGNED TO MALE PROBATION OFFICERS TO ESTABLISH THE PATERNAL AUTHORITY THAT MOST HAVE NEVER KNOWN.
Descriptors: Community Attitudes/ *Community Involvement/ Crime/ *Delinquent Behavior/ *Delinquent Rehabilitation/ Females/ *Guidance Counseling/ *Probation Officers
Identifiers: BOSTON

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ED001103

A REPORT ON ABCD ACTIVITIES SEPTEMBER, 1963 - AUGUST, 1964. TO THE FORD FOUNDATION AND THE PRESIDENT'S COMMITTEE ON JUVENILE DELINQUENCY AND YOUTH CRIME.

Action for Boston Community Development, Inc., Mass.

64 358P.

EDRS PRICE MF-$0.76 HC-$18.40 PLUS POSTAGE

DURING THE PERIOD UNDER REVIEW, ABCD WAS ENGAGED IN PROGRAM ELABORATION AND IMPLEMENTATION, ESPECIALLY IN CONJUNCTION WITH THE BOSTON YOUTH OPPORTUNITIES PROJECT. IT HAS ATTEMPTED TO MOVE FROM HOPES AND IDEAS TO TANGIBLE OPERATIONS, TO INSURE THAT CHANGE TAKES PLACE AND TO DESIGN PROGRAMS WITH SUFFICIENT CLARITY SO THAT THEIR USEFULNESS CAN BE FAIRLY AND HONESTLY JUDGED. IT HAS ALSO PAID INCREASING ATTENTION TO SOCIAL PLANNING IN CONJUNCTION WITH BOSTON'S URBAN RENEWAL PROGRAM. THE ACTIVITIES IN PURSUIT OF RESEARCH GOALS HAVE CENTERED ON--RECRUITMENT OF STAFF, DEVELOPMENT AND IMPLEMENTATION OF THE EVALUATION DESIGNS FOR EACH PROGRAM AND IMPACT DESIGN TO MEASURE THE DELINQUENCY PREVENTION EFFECTS OF THE TOTAL PROGRAM, THE OBTAINING AND PROCESSING OF SCHOOL RECORDS, THE DEVELOPMENT OF A TRACKING SYSTEM AND THE DEVELOPING OF OTHER INSTRUMENTS REQUIRED FOR MEASUREMENT. THE FIRST FOUR PROGRAMS WITH THE SCHOOL DEPARTMENTS OF (A) PREKINDERGARTEN, (B) SCHOOL ADJUSTMENT COUNSELING, (C) GUIDANCE AND (D) READING WERE BEGUN AFTER FUNDS WERE GRANTED FROM THE FORD FOUNDATION. ABCD WAS ALSO ENGAGED IN DEVELOPING FOUR ADDITIONAL DEMONSTRATION PROGRAMS--(A) TUTORING, (B) WORK-STUDY, (C) ABILITY IDENTIFICATION AND DEVELOPMENT, AND (D) HOME-SCHOOL LIAISON. FOUR SUMMER PROGRAMS OF RECREATION AND REMEDIATION WERE NAMED--(A) A SUMMER SESSION TAUGHT BY FIVE JESUIT SCHOLASTICS, (B) A BRANDEIS PROGRAM HELD ON CAMPUS FOR POTENTIALLY ABLE BOYS, (C) TWO SUMMER CAMP PROGRAMS WERE DESIGNED BASED ON DIFFERENT PHILOSOPHIES. A SUMMARY OF EACH WAS GIVEN INCLUDING THE ORIGINAL PROGRAM DESIGN, PROGRAM OPERATIONS, A SUMMARY OF THE ORIGINAL EVALUATION DESIGN, A PRELIMINARY EVALUATION REPORT AND A DISCUSSION OF PROBLEMS. A WEEKEND CAMPING PROGRAM WAS ALSO ESTABLISHED.

Descriptors: Community Involvement/ *Culturally Disadvantaged/ *Demonstrations (Educational)/ Educational Objectives/ Enrichment Experience/ Guidance Counseling/ *Learning Activities/ *Preschool Programs/ Research Projects/ *Summer Programs/ Urban Environment/ Work Study Programs

Identifiers: BOSTON/ MASSACHUSETTS

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*national workshops on selected topics of high current educational interest

*computer capability to help you with your search needs. CAPS can search over 40 data bases, including ERIC, Psychological Abstracts, and NTIS. Minimum charge--$15; average single-data-base search cost--$20. Mail and phone inquiries welcome.

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*drug education/abuse

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